

People Leading Accessible Networks of Support (PLANS)

**Family Support 360
Statewide Workgroup
October 26th & 27th, 2005
Sioux Falls, SD
Center for Disabilities**

CALL TO ORDER

Clint Waara called the meeting to order at 1:00 p.m. CDT on Wednesday, October 26th, 2005.



Members Present were:

Travis Arneson
Ronda Williams
Beth Hosek
Dawn Kellogg
Kristi Heumiller
Tim Neyhart

Clint Waara
Shirley Stirling
Linda Daughters
Cindy Taber
Vikki Day
Ted Williams

Brenda Smith
Anne Rieck McFarland
Dan Spotted Eagle
Jennifer Seale
Mike Broderick

Others Present were:

Brooke Lusk
Tarra Stoesser
Kristin Kiner
Edith Arneson
Daryl Kilstrom

Wanda Seiler
Arlene Poncelet
Teri Sass
Matt Cain
Julie Johnson

Jean Tuller
Tom Schienost
Deb Petersen
Hoby Abernathy

Introductions

Brooke Lusk introduced Hoby Abernathy from Black Hills Special Services Cooperative to the work group. Hoby is a Project Coordinator for PLANS. Wanda Seiler introduced Matt Cain from the Division of Developmental Disabilities to the work group. Matt is the Assistant Director for DDD.

Brooke announced that the application submitted for PLANS to the Administration on Developmental Disabilities (ADD) was funded for the second year of the implementation grant.

College of Direct Support (CDS) Implementation – Hoby Abernathy, Eileen Van Soest (Manager of the College of Direct Support) and Teri Sass

- Hoby gave a summarization of changes in the College of Direct Support. Both Teri and Kristin are able to work with their fiscal agents to have participants, family members, and providers take CDS courses.

- Focus is for people who provide and receive services and support.
- Online training can be accessed 24 hours a day with user name and password.
- 20 agencies across the state are in different stages of implementing the College of Direct Support.
- One young person at BHWTC has completed 21 courses.
- One young person at ECCO has completed 4 courses.
- Eileen highly encouraged the PLANS Coordinators to get involved with the CDS due to the magnificent training and information involved.
- Teri Sass has a participant who is taking courses through the school. The school has added earphones and lengthened allotted computer times and seems to be eager to assist in the process. Teri provides the technical support. Teri also thinks she has other participants who could benefit from these courses.
- Anyone associated with the 20 agencies accessing the CDS can request a user name and password.
- PLANS participants access CDS through the PLANS Coordinator who then works with the fiscal agent (HACFI or MAATC) to set everything up.

General Discussion on College of Direct Support

Wanda: A question for Teri and Kristin: How do you train the providers and how does the CDS play a role in that? What kind of training is provided?

Kristin: At MAATC, Beth said we can sign up as many people as we want. Right now we have two people that are participating. There is a booklet that is a good resource for these participants to get them started on the CDS. I think overall that we will offer it to everyone else. As far as training is concerned, the coordinator basically discusses with the participant what their interests and concerns are. There isn't a formal "guideline" book for private providers.

Wanda: Do the people that provide services for you already have most of this training?

Kristin: Sometimes, I believe that they really do make good choices and do a great job. If changes are needed, I will turn to the CDS.

Wanda: Are we leaving the decision up to families or are we assessing that?

Kristin: The coordinators get the information to the participants and the families and discuss the need for training.

Anne: Are they required to take a drug test or undergo a background check?

Teri: It is up to the family and participants. We do not mandate this.

Anne: If the person really loves the provider they have, but you have issues with the person, how do you handle that?

Teri: Haven't really had that problem yet.

Kristin: We use checks and balances to determine that people are treated properly.

Wanda: We have had situations where we didn't approve of the provider, but fortunately the feeling was mutual with the participant and the service provider was dismissed.

Shirley: Is there any initial training at all before a person starts providing services?

Kristin: A lot of times the family makes the decision. There is no formal standard other than the family's approval.

Shirley: Do they have to have anything, such as CPR training?

Kristin: Not at this time. There haven't been any rules set up for this at this time. Usually such questions are asked at the interview and if the participant and family require certain training, it usually comes out in the interview. Ultimately it is the participant's choice.

Kristi: Providers are hard to come by in SD any way. It would be hard to require all of these certifications – and then is it really the participant's choice?

Shirley: Would PLANS provide the funds so that the participant's choice of provider can be properly trained if needed?

Answer: Training for the provider could be covered by PLANS.

Mike: Could you give me an idea of a typical provider?

Kristin: Most agencies have a network of providers but we've also used pastors and other people from the community. Truly, it is who the person wants to provide them support.

Mike: How are these providers compensated?

Kristin: Through PLANS project funds and this could be anywhere from \$7 to \$15 per hour. The participant, family, and provider discuss and decide on the reimbursement rate.

Anne: It almost seems we have parallel systems going on. Maybe some of what is in place could be modified. I would like to touch on this again in the future.

Wanda: Some people need more support than others.

Linda: Wouldn't it be more proactive if we put a basic assurance or training in place. Here is what SD puts into place for abuse and neglect.

Clint: I suggest a disclosure.

Danny: I suggest an outline of what the provider requires.

Vikki: One of the workshops I went to at the Alliance for Full Participation talked about this issue. They have regional teams – for respite training, for psychological training, medication training etc. The regional teams are the safety net.

Brenda: Our hospitals in Mitchell hold workshops periodically.

Kristin: We have talked about a manual that could be printed hard copy for providers. We will encourage people to join the CDS, but there may need to be other options for people who don't have computer access.

Daryl: We have struggled for years not to inflict regulations and strict rules for the Family Support Program, because, quite simply that is not what families want.

Four State Meeting: Person Centered Services and Quality Initiatives – Tim Schienost

- Started out as a two state meeting which branched out to four states: South Dakota, North Dakota, Wyoming and Montana.
- State staff and providers met for one day and then just providers met for one day.
- Thinks it was an excellent opportunity to learn about other states services, ideas, and choices.



Brooke: Were there any other states that are talking about person centered supports or have other service provider options that we could look into?

Tom: Actually, South Dakota looks very good overall. Not that we don't have our own issues, but we seem to be in great shape.

Anne: A lot of other states are smaller, but have more Adjustment Training Centers and services.

Tom: That is because they divide their services by day and residential services.

Anne: Some of the states have different kinds of waivers, for instance one state had a waiver for traumatic brain injuries.

Wanda: In Wyoming, the system of allocation is very similar to ours. People need to ask, do I have a choice with what is provided for me? Some of this is the cash and counseling system that we talked about.

Tom: We have had a lot of good feedback on the College of Direct Support and self-advocates.

Anne: We looked different from other states in the aspect that we represent the people that we support.

Family Support Waiver Amendment – Wanda Seiler (refer to letter from CMS)

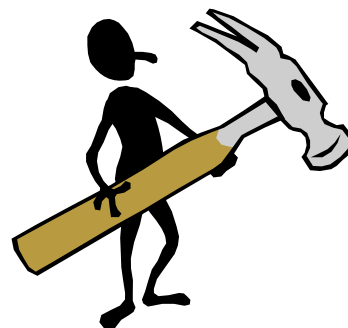
- CMS – Centers for Medicare & Medicaid Services approved our waiver amendment in September.
- At that time, two compliance issues were raised in regard to providers not being able to bill Medicaid directly and offering an option of external case management.
- We will continue to work with them to stay in compliance in order to be eligible.
- Wanda anticipates a technical assistance visit from CMS by the end of the year.
- The bigger issue is external case management. For example, a service coordinator that isn't an employee of the Adjustment Training Center.



Break

Core Stakeholders Committee– Brooke Lusk, Brenda Smith and Daryl Kilstrom (refer to Self-Determination handouts and Core-Stakeholder task list)

- This is the first time that we have been able to discuss the progress of the Core Stakeholders Committee.
- We want to make sure that we have the same vision about these issues. We probably all have our own philosophy or belief about what self-determination means. So, we've asked Brenda Smith to give a presentation about self-determination.
- What is Self-Determination? It is adults with disabilities with the support of family, friends, and professionals whom they trust, taking charge of their own futures.
- The Principles of Self-Determination
 - Freedom
 - Support
 - Authority
 - Responsibility



- Confirmation
- Tools of self-determination
 - Support Broker
 - Individual Budget
 - Fiscal Intermediary

Brenda: In the Core Stakeholders group we have talked at length about self-determination.

Travis: Would the fiscal intermediary have to write the actual checks?

Brenda: Yes, that is my understanding.

Jean: In SD, people with disabilities cannot touch the Medicaid dollar. There is no way for the money to go directly to you in the 1915c waiver.

Anne: Are Kristin and Teri support brokers?

Brenda: It depends on the reason, but they could possibly be if the situation required it and if they were allowed.

Anne: Kristin, if Brenda needed someone in Mitchell would you be able to allocate funds to them even though you are in Sioux Falls?

Kristin: We are learning as we go along, and we do have some leniency with how those funds are spent. It just depends on the needs and the situation.

Wanda: Kristin is going to have to support numerous families in order to support her own funding. Do we revise our entire family support program? I think this is one of the issues that needs to be addressed.

Wanda: With the dilemma we have with case management, could Kristin be a service broker? Can we start using these positions as service brokers?

Danny: I would like that option.

Anne: I think people would appreciate this option.

Mike: How would that work?

Wanda: Currently, we pay Kristin hourly for her time. If this new option happens, the agency that acts as fiscal intermediary would pay Kristin for supports broker services.

Brenda: Does this happen often?

Anne: Yes, it does happen and I think it will happen more often when it becomes more popular.

Danny: We might lose somebody that we already have?

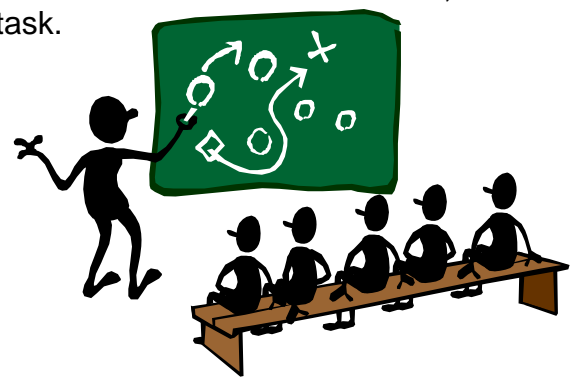
Anne: We might, but maybe not.

Hoby: Wanda, didn't you say that there is another option with CMS?

Wanda: If we are able to claim that designation, we can continue to bill the way that we are.

Brenda: I think we have to be really open to this option. There may be someone out there who has no connection to anyone with disabilities and they may have different expectations than what is currently expected.

Brooke: There are self-determination programs out there from other states and no two are alike. One of our tasks as a sub-committee is to determine how it will work for SD, but as you can see, this isn't going to be an overnight task.



Daryl Kilstrom – Service Coordination Issues (refer to handout with Core Stakeholders recommendations)

- With Tom's help they made a list of duties service coordinators partake along with how much time it takes. A survey was sent out to the ATC directors and Kristin Kiner.
- This is raw data, but the amount of time they spend on individual supports plans is very familiar – about 14 hours a week on average.
- There are a number of duties (approximately 14 hours worth) in particular that ATC service coordinators do that PLANS and Family Support coordinators do not, such as assistance with medical appointments.
- PLANS and Family Support coordinators spend a lot of time with budgeting and funding supports; whereas ATC providers don't do this as much.
- We need the system to become more flexible.
- Researching service time varies greatly between Adjustment Training Center providers.
- Daryl read the Committee recommendations. If everyone is acceptable to these ideas, then we will move forward with these at the sub-committee meeting tomorrow.
- This isn't technically official until tomorrow, so any input is appreciated.
- There is a general consensus that we want to move in this direction and make external case management an option in South Dakota.
- Brooke – A question that's been asked is, does service coordination have to be all internal or external? The answer is no, it does not. It would be another option, which means more choice. This will also help us with the compliance issue.
- On the task list you'll see we wanted to include the transition project in our discussions. We're moving ahead with this and will have someone from the Transition Project at each of our meetings. Bev Petersen will join us tomorrow and give a presentation on Transition. We hope to talk more about transition at future meetings.
- The Feds have implemented some new requirements for the SPED programs. One of which is looking at outcomes for students after they leave school. One of the issues with this measure is how to collect the information. Julie Carpenter is not here today, but hopefully she can share more about the new requirements at future meetings.
- The Alliance for Full Participation is also on the task list and will be discussed later in the meeting
- The Good to Great project will be discussed tomorrow with Jean Tuller.
- Our goal for the sub-committee is to define the tasks and issues on the task list and integrate any work group comments.
- So, we're asking the workgroup if we can we move forward with the task list.

Motion – To approve the direction of these two documents.

Linda seconded the motion.

Motion passed.



Amended Motion – To support the direction of these two documents.
Anne seconded the motion.
Motion passed.

Alliance for Full Participation Summit – Moving Forward – Brooke Lusk and Alliance for Full Participation attendees (Refer to Medicaid and Alliance for Full Participation handouts) www.AllianceForFullParticipation.org

Brooke

- 2,400 people in attendance at the Summit. SD had 75 people, which is the most per capita for any state.
- Very empowering and rewarding to attend.
- One of the issues we discussed was Making over Medicaid. We're provided you with a copy of the document. You can actually go online and sign the petition, if that is your conviction.



Vikki

- The only disadvantage was that the presentations were so good and we weren't able to attend them all.
- What was the most important thing that you learned at this summit? Other states are doing self-directed services just like we are trying to do. Natural supports make it easier and play a big role in other states.
- We have a lot of stigmas and barriers to get past in this state, but it can be done.
- I expect to be able to know that my son will have a choice – regardless if it is possible now.
- Other states are doing it and so can we.
- Families are wise and they know the communities in which they live.
- People-centered planning workshop was really great. Base the support on what the person needs and what is best for the person. And this has worked.

Anne: Is there a certain state that sticks out in your mind that really did this well?

Vikki: Alabama deals with a lot of the same issues that SD does. They are a rural state basically like SD.

Tim

- At the town meeting, one of the things that came up that really struck me was the question “If you can change anything, what would it be?” And the biggest factor was to change the attitude.
- This group of people is a classic group of people who can make a change.
- If we change how we think about things, we can change what we want to change.

Danny

- Never been to Washington DC before.
- Thought it was really fun and had a great time.
- Got an autograph from Martin Luther King III.
- Made a lot of friends.
- Really important thing I learned is to stick up for yourself. If you have issues, try and stick up for yourself and stick with it.
- Thank you so much to the persons that sponsored me.



Tom

- The biggest problem was that the bus of 45 people couldn't stay for the town meeting.
- The bus trip was long but well worth it.
- The people from the bus trip agree that they left as 45 people and came back as one.
- I learned something I think I already knew, but just needed to be shown again. You get a lot more done with 11 organizations than you do with just one.
- I will continue to work on expanding being able to offer this type of opportunity.

Kelly

- Liked leaving on the jet plane.
- Meeting with friends.
- Dinner with friends.
- Learned to go on a subway.
- Learned to go out to eat.
- Got to know new people – Tim, Brenda, Arlene, Wanda, Brooke, Travis, Edith, Vikki.
- Had fun going to Washington.
- Can't find Diet Cherry Coke in Washington D.C.



Trish

- Roger (conductor) – talked about the baton and how nothing happens until the baton starts to move.
- We are going forward – it just seems to take awhile.
- Everyone hears their own “song”.
- Martin Luther King Jr. III said, “We must be together before we can live together.”



- There is a passion for things to be different.
- Margaret Wheatley said, "It is in all of us to be wise." "Are you missed when you are not there?" and "You must give birth to your images."
- Where can we go where everyone knows our name and know we are missed.
- The best thing is that we were all in it together.
- My idea for the state team is to take the time to call the person with disabilities and take them to lunch or on an outing. Do it not because they are a service project, but because you want to spend time with them.
- Be a bridge maker.
- This experience has shown me that my daughter is more capable of even more than I thought.

Dawn

- Only negative aspect was accessible mobility problems.
- Thought the speakers were wonderful.
- Individuals with disabilities were embraced.
- Liked the session on honesty.
- Presented inspiration necklace to Wanda.
- Read message from SABE – Self Advocates Becoming Empowered – Our Answer is Just Do It. We Can Run Our Lives.
- What I got most out of the conference is that what we are trying to do in SD will work for my family and everyone's family. It's not just for people with less severe disabilities. We just need the tools to do that.
- The dance was my favorite part! We had a blast and Danny and I closed the place down!!

Arlene Poncelet

- Four regional meetings are being planned for the end of November and beginning of December. Meetings will start at 6:30 p.m.
- Discussion will be about developmental disabilities services in SD.
- I'm open to suggestions for the meetings.
- A facilitator will be hired for the meetings.
- People who attended the Summit will be at each meeting.
- It is time for the DD Council to rewrite the five year plan and these meetings will help with that goal.
- Information will be sent out from Arlene next week.
- One of the reasons for the forums is to collect ideas for a unanimous vision.

Travis – One comment I haven't heard brought up yet, was how the conductor helped the American Lung Association. They had many, many wonderful ideas on how to move ahead. Even though they had a lot of activities going on, it seemed like they weren't getting anywhere until all of the chapters became united and got behind one goal for the duration. That is when things started to happen – no smoking in airports, etc.

Meeting adjourned until the following day.

Thursday, October 27, 2005

Deb Petersen (Refer to map handout)

- Deb let the workgroup now that there would be a western program for PLANS implemented in the next few months.
- There will be a RFP process for the fiscal agent similar to that for the southeast and northeast programs.

Transition - Bev Petersen – Southeast Transition Liaison (Refer to map and handouts)

- What we do is provide technical assistance and training to anyone who is going through the transition from school to the adult world.
- Specifically target high school students with disabilities, Special Education teachers, schools, agencies, service providers, and other agencies that work with students after school. Encourage schools to invite service providers to student IEP meetings.
- Transition must begin now at age 16.
- Funded 50/50 by the Division of Rehabilitation Services and the Department of Education Special Education Programs (two state agencies). This is a collaborative effort and very rare in the United States.
- Liaisons host three transition forums each year in their coverage area.
- Encourage Special Education teachers, students, and families to get involved in forums.
- Sometimes forums are round tables, sometimes they have speakers. Tim Neyhart, Deb Peterson and Julie Johnson have all spoken at the forums.
- Another activity is Catch the Wave. Each liaison hosts one in their area. It is for high school students with disabilities who are interested in post-secondary education.
- Invite students, teachers, families etc.
- Speakers such as Disability Coordinators from post-secondary settings and students that are in post-secondary.
- Another highlight is the Youth Leadership Forum (YLF) held once a year in June.
- Usually hosted in Vermillion at USD but this year it is in Sioux Falls at USF.
- Have to apply for a spot – all students with disabilities are eligible.
- It is a leadership camp with nationally known speakers.
- No cost to students or families.
- Actively recruiting junior and senior students with disabilities.
- Please pass on the information to anyone you think will be interested.
- Most significant thing about YLF is that the students learn more about themselves and their disability. Person cannot advocate for themselves if they don't understand what their disability is.
- Bev showed the 2005 YLF DVD.

Shirley: I have a student who might be interested but he's past his senior year, is he eligible?

Bev: Yes, as long as he hasn't graduated.
 Shirley: Is the DVD available?
 Bev: Yes, but won't be ready until a later date.
 Shirley: When is the deadline for the app?
 Bev: Dec 15th (right before Christmas)
 Bev: I have some apps and I will leave them.

Brooke will send information to Shirley and Anne.



- Project Skills is another activity of the Transition Project. Ronda and Brooke will discuss Project Skills further in the Employment presentation.
- Bev has been with the Transition Project for 4 years. Her entire working career has been working with people with disabilities.
- IEP meeting is very important. The student should be there. Student should be prepped for IEP meeting – given a general idea of things to think about.
- The rest of the activities for the year are based on the information given at meeting.
- Present level of performance – student's level of ability at this time.
- Goals are set and then followed up on.
- The law requires transition services at age 16 but you can encourage people to begin as early as possible.
- Everything in IEP meeting should be based on what student says in that meeting.
- Talk about goals and objectives. Are there other services that we can provide to help this student meet their goal?
- There are five areas addressed in the IEP – employment, post-secondary education, adult services, independent living and community participation.
- In regard to community participation, are there any services we can work with to help them achieve their goal? What kind of adult services will the student need?
- Transition encompasses the whole person's life.
- Try to define these questions before they leave the school setting.
- When student walks out of the school for the final time, they don't have to ask, oh my, what do I do now? If transition process works like it should, that won't happen.
- Needs to be addressed gently to families. Put yourself in this family's shoes. Be empathetic. It's an overwhelming process for everyone involved.

Ted: I don't see PLANS on the Resource Guide that you distribute from the Center for Disabilities.

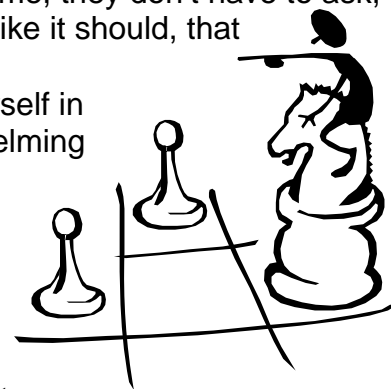
Bev: I believe they make updates when additional copies are needed.

Arlene: There should be an updated version on the website.

Danny: How often is this updated?

Bev: As needed and even faster if online.

Danny: Is there a link to PLANS?



Brooke: I will look into this.

Mike: Who do you work for, who funds the project?

Bev: I'm an employee of Black Hills Special Services Coop, but the Transition Project is funded by the Division of Rehabilitation Services and the Special Education Programs.

Linda: How involved are administrators with the student process? The teachers seem to be frustrated. Are they involved in the meetings?

Bev: Some. I do have some Special Education administrators who come to the meetings. I have some that never attend. I go out to the schools and talk to them. Some call and ask for me to come speak with them and the teachers.

- Each school is monitored by the state to see if they are in compliance with IDEIA law.
- Several teachers have commented that this helps.
- A number of schools have been found out of compliance.

Anne: What incentives can be put in place for schools and administrators? Is there some way to make schools help?

Tim: I don't know what incentive can be used. This is one of my favorite areas. I don't really know the answer to your question. The schools that work the best on transition are the ones that work from the Administration on down.

Anne: Is there any legislation that could be put in place?

Tim: I don't know, but some kind of review might have some merit. Maybe there is an incentive that can be built into legislation.

Mike: If compliance is bad what happens?

Bev: They could be asked to turn in a certain number of IEPs within six months to be reviewed, for instance.

Mike: If they still don't comply then what happens?

Bev: I don't know for sure.

Ted: Theoretically, they could have their funding taken away.

Linda: How soon do we educate the families? Age 16 seems too late. Why not start in elementary?

Bev: Elementary is where they try and teach the student that they are their own person.

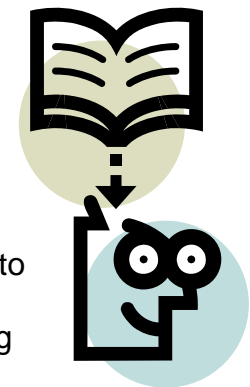
Linda: Parents don't always know what questions to ask.

Bev: I know, it seems like every March, parents call and say their son/daughter will graduate in May. If the student graduates in May with a signed diploma then they don't continue to receive services until age 21, so the parents don't know what to do. Then we send staff out to the school to work with everyone to come up with a solution.

Dawn: I have talked to parents who don't want the Adjustment Training Center to be part of the IEP meeting. It is frightening to parents. Hopefully this will all get better.

Bev: There are misconceptions about services and we try and get these taken care of as soon as possible.

Tim: The number of people with disabilities who are employed is low (70%) in SD but it is growing. There are things that happen in SD that are amazing. Winner school has



an administrator that is very dedicated to transition. They have a personal evaluation for each student. Once you are out of school, then it is much harder. SD does transition better than any other state.

Bev: Sturgis and Mission have classes based on self-advocacy, but I don't know of any others that do.

Tim: I like the incentive idea. The outcome is clear – only 70% of people with disabilities are employed in SD. I hope we can find a way to increase this.

Travis: With the people that turned 15, with the new law, how are they affected?

Bev: Law says on or before age 16. This should be done during the student's 15th year so it is covered in the IEP that is in effect when they turn 16. Law says 16 but preparation really needs to be at age 15. Before we said age 14, but now the law has changed.

Wanda: How many school districts are in SD?

Bev: 174, I think.

Wanda: How many are monitored each year?

Bev: Usually 35 to 40. This year I am on 5 monitoring teams

Wanda: How many team members go to monitor?

Bev: Depends on the size of school. Seven or eight would be the most – say for Rapid City.

Danny: What about O'Gorman?

Bev: They don't get monitored because they are a private school. Private schools don't get monitored at all.

Wanda: We send 10 or 11 to monitor the ATCs each time. Compared to what you do, it isn't resource comparable at all. Do we have a resource issue here?

Bev: I don't know.

Brenda: Individual experiences are so different.

Bev: Even with this process, it may look good on paper, but it may not be in real life.

Mike: If a parent tells you something about a school before you monitor the school, can you divulge the information during the process?

Bev: I keep in mind what I am told and I look to see that the requirements are there.

Another example is a survey that is sent to parents before the school is monitored. The parents have the option to send it back to the school or the State. If quite a few are sent to the State, there might be an area of concern.

Shirley: If you have a red flag, do you pull more files than required?

Bev: We sure can.

Shirley: Do you still have to do a random review or can you flag that file?

Bev: We still do random review.

Clint: Wanda, Senator Broderick and myself may want to sit down with Dr. Melmer and the new Special Education Director, Anne Larson, to discuss Transition further.

Clint: Is there a role in this for PLANS?

Ted: If we are having problems with transition in existing conditions, if we need to do more creative planning, that is going to be even tougher. I think there is a place in PLANS for this.

Wanda: I have a meeting with Anne on Nov 6th.

Brooke: Julie Carpenter isn't present today, but she is our representative on the workgroup for Special Education. It would be good if we could discuss transition more when she is here too.

Break

Good To Great (G2G) – Jean Tuller – (refer to Good to Great powerpoint handout from the June meeting)

- No state has this all figured out.
- Best thing about being at the Alliance for Full Participation conference was hanging out with you South Dakotans.
- Very powerful and moving for me.
- There were a few accessibility problems. For example, some people confronted challenges like no transportation after the dance.
- There is a sense of wonder up here – you are a very spectacular group. Oregon doesn't have this sense of wonder and I'm learning that your state does.
- OTAC has been moving the IEP process along.
- Michael Smull teaches people how to listen to people with disabilities.
- Based on Essential Lifestyles Planning Process. Michael started this. Can be found on Google by typing in Essential Lifestyles Planning Process.
- Idea of G2G is to work with organizations focusing on person center planning processes.
- There are various tools that Michael has developed over the years that we use with these organizations.
- You look for people who make good coaches.
- Evaluation of ISP process shows people can figure out how to do the paperwork, but developing person-centered thinking is the art of providing services.
- Need to develop good support plans.
- Michael comes out every three months to Oregon and we have a day long session on G2G and its progress.
- The more the investment, the more the payoff.
- Person Centered Thinking is key.
- If you don't have the leadership and resources then this is not a good idea.
- PATH walks agency through where they have been and where they are going.
- PATHs have proven very successful.
- An example of using the G2G process would be a larger group home looking to downsize. People are more cognizant of the issues.
- First focus on training. Next focus is coaching.
- Consciously developing tools for your staff.



- Opportunity to find leaders in your company.
- Coaching role is really key to success of all this.
- Empowerment is a key element.
- Better place for staff to work.
- Measurement consists of, did this work how we intended?
- Nothing grows without struggle.
- Pick agencies to support very carefully. Interest is key.
- How we picked the agencies - letters of interest were sent and reviewed.
- Took a couple of agencies that were chancy and ended up dropping one.
- What has been good for OTAC is the all staff meeting. I just turned the meeting over and the staff self-manage.
- Overall it has been a wonderful program for them. It is about incremental change.

Wanda: How do you see G2G fitting in SD?

Jean: G2G is really what you want to make it. Think of it as a couple of provider organizations that have interest in the accreditation process. You have a different set of issues in SD. You can problem-solve it. You have a planning process designed by provider agencies. Take another look at your planning process. CMS will challenge you on external case management. There are a lot of different ways that you could do this. The tools are really useful. They are as personal as you want to make them.

Brenda: Is there a role for families?

Jean: Family members are not generally coming to the meetings. It is mostly for the agencies. I think families should be coming more.

Danny: If I wanted to be a part of that, can I?

Jean: In Oregon, yes I would want you to be part of it. I am not from SD so I don't know if that will be part SD's plan.

Wanda: This is the time to discuss G2G. This would be really helpful.

Brooke: What about using G2G tools as part of technical assistance tools for DDD staff to use with the ATCs?

Jean: Staff are trained in Person Centered Skills by Michael quarterly. We want our people to learn how to "draw". We've used a lot of resources in training our staff well and to be facilitators.

Wanda: Do you think it is good to teach people to be that way, or should they already be that way?

Jean: Yes and no. The OTAC needed more training before they went live. They need to be knowledgeable and trusted servants.

Danny: How much time do they need to be trained?

Jean: If they know nothing about Essential Lifestyle Planning and Person Centered – say 10 days of training. Learning Community website is full of information. There are samples of the plans on the website.

Linda: Are the ATC Directors all aware of G2G?

Anne: Probably not.

Tom: It was talked about three meetings ago and interest was expressed by the agencies that were present. Would like to



see it as a tool and use it to evolve the system. I would say they don't all know about it.

- Jean suggested looking at the Learning Community Website:
www.elpnet.net/index.html
- It would be good idea to meet with Michael.

Anne: One of the struggles as a director is how to use G2G – in personnel, in changing recruitment, in PLANS etc. Always the question of resources for agencies. How do you live with it operationally day to day? What do we want to do with it – what is the best way with the resources we've got?

Wanda: I am struggling with that too. Because we are a small state and we typically do things as a system. We need to start weighing our options and is G2G that opportunity? Some people might get left behind.

Jean: People will be left behind, but you are such a small state that it won't take long to get them caught up. I think external case management would be great for SD.

Wanda: Travis, what do you think?

Travis: I am still trying to grasp the concept.

Wanda: I think that is the first time that Travis hasn't had an answer to my questions and I assume that it is just temporary until he learns more about it.

Anne: Each provider agency is going to be different – will have to be adapted.

Brenda: Tools are really useful on individual basis.

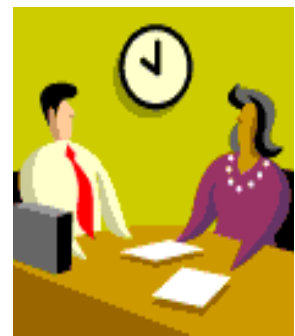
Jean: There are lots of different tools that you could use.

- www.otac.org
- Go to Good to Great link to view more. <http://www.otac.org/gtg/?template=pm>

Employment – Brooke Lusk and Ronda Williams (Refer to Your Vocational Rehabilitation Portfolio to Employment folder handout)

- People can walk into VR office and receive help that day if necessary.
- Vocational Rehabilitation's goal is to get the person integrated into working in the community.
- The consumer also has responsibility as a part of receiving services.
- There are numerous service providers.
- Provide a lot of training to consumers.
- Do what it takes to help person achieve vocational goal.
- Provide job placement, job coaching and follow along services.
- If person needs long term support we work with an ATC, etc.
- We are a short term program, not long term. One of things we need to look at is how to look at the long term while providing short term support.
- The list of providers is in the folder. You can also get it off the website.
http://www.state.sd.us/dhs/drs/sep/provider_types.htm
- Anyone who wants to be a private provider can go to the website and apply. There is a process and requirements. Want to make sure providers are qualified.

Ted: Do the private providers have a contract?



Ronda: Yes, we have a contract with them. Consumer gets to pick the provider. If they are unsatisfied, provider can be changed. The initial plan is the most important, but there is going to be change.

Ted: How does payment to private providers work?

Ronda: They fill out a W-9 and we pay them the same way we pay other vendors. They are sent authorizations stating the service and how many hours for each consumer.

Ronda: We have a VR counselor who covers every county in this state.

Our goal is to keep the consumer where they want to work and live.

Kristin: Because I am a PLANS coordinator I am aware of this, but how do we get a job developer if we know someone who could use this service? For instance in Lake Andes - how do they become a job developer?

Ronda: Bernie Grimme is the starting point for becoming a job developer.

Kristin: Once the application is there, how soon before services can start?

Ronda: Depends on that person's experiences. We want to make sure that these providers have the experience and knowledge necessary to help.

Teri: For the person interested in being a provider, is there a cost for training?

Ronda: I am not sure, that would be a Bernie question.

- Also work with transition services for students.
- Project Skills starts when student is 16 years old.
- Gets them paid work experience out in the community.
- VR pays minimum wage and workman's compensation.
- Pay for 250 hours of employment experience for the year.
- Project Skills lets students try out different jobs.

Brenda: Is the purpose for the student to get different job experiences or is there an expectation that they will be employed there?

Ronda: There is no expectation that they will be employed; however, there is always hope for that. Job experience is really the goal. Student may try work for one semester and then something completely different the next semester. Or they may choose to learn more in-depth on what they are doing. Really need to move forward and learn new things.

- Once the person has been employed for 90 days we look at closing their case.
- If they have any problems within the next year, we do provide post-employment services for help for employee to maintain that job.

Brooke: If a person has a long term funding source, and they are eligible for VR services, would a VR counselor ask a private provider or agency if they provide services on an outreach basis in another community so the person can continue to live in their community of choice?

Ronda: Yes, I believe so.

Brooke: Question for providers that have job developers, coaches – are there training needs out there that are not being met? Is there a need for more training?

Linda: One of the training needs is that the Benefits Specialists need to do more training throughout the state for the consumers and families. People need to be aware.

Brooke: There are a lot of SSA work incentives which are under-utilized. An important piece of benefits is the medical coverage. For example, a person can pay for their own job coach and use it as an Impairment Related Work Expense (IRWE). This may allow them to retain their benefits.

Danny: How much would we pay for the job coach if we paid for them on our own?

Brooke: That would depend on the agreement you have with that person.

Wanda: Question about job coaches – are they born or are they trained? Should they be screened for what they are good at? If I am looking for a job coach, how do I know they get it?

Danny: You go down the list and look at what the strengths are for each one.

Ted: References should be helpful.

Ronda: Word of mouth is the best way to find out who the best job coaches are.

Travis: I know of job coaches and I checked them out. They were the best at what they did, but what they did was find a typical job. And I wanted a higher end job in programming. And at that time there was nobody out there trained in that area.

Wanda: Is there now?

Travis: I gave up. (laughter)

Danny: What I did was go to the basketball game and asked the coach if there was anything I could do the next season and he thought about it and the next year I helped with the football team.

Edith: I would go out and advertise the people the same way I do myself – you start changing the attitudes that way.

Ronda: Accentuate the positive attributes that a person has.

Travis: Some businesses won't let in outside job coaches – they find someone from inside the organization to train the person.

Mike: Can students that are home schooled use Project Skills?

Brooke asked Bernie Grimme this question.

Bernie's response was: if a student is under a school and the school is willing to provide the match, then they can use Project Skills.



Lunch – viewed DVD on Project Skills

WorkWorld – Hoby Abernathy

- www.workworld.org/
- The goal is to keep people working.
- This software allows you to plug in what you currently make and certain changes and the software lets you know what the change will be in your benefits.
- Encourage people to use this as a tool in conjunction with a Benefits Specialist.
- WorkWorld help section can be accessed online.
- The benefits portion is available only on CD. You need to sign up for that and Hoby has some DVD's and a sign-up list if you are interested.
- Includes state specifics for benefits.
- Some of the links are internal and run off the CD and some come directly off the internet.

- It is basically a resource guide and encyclopedia all in one.
- You won't hit a dead end – it will link you to somewhere with more information.
- It will link you to administrative rules that govern that program.
- It is out there for anyone to use.
- Could be a tool for PLANS coordinators.
- Great resource for benefits and tools.

Mike: Don't we already have this information by going to the Department of Human Services?

Hoby: Yes and no. DHS site has some information, but WorkWorld is more inclusive.

Linda: Tom, is there anyway that this could be put as a link on the College of Direct Support site.

Tom: Yes, I think we could put this on as a drop down site.

Travis: You said it is free if you have a SD address?

Hoby: Yes, because SD is a part of this program. In other states you may not be able to access for free.

Danny: How do we get it?

Hoby: You can get it from me today, along with your information and email so that you can receive updates.

Travis: What if you have a family that is interested in relocating to SD?

Hoby: We are pretty easy to get along with – I am sure we could work with you.

Danny: Does it have examples?

Hoby: Yes, it has samples and tutorials that can be accessed. If you have basic computer skills, it should be very user friendly.

Travis: How are you promoting this?

Hoby: Right now, the VR staff, some Department of Social Services staff, some Department of Labor staff, and Family Support Coordinators have gotten permission to load it onto their state computers.

Brooke: There were also about 60 people trained in July on how to use it. They've been asked to provide training within their agencies and to use it for people they work with.

Tom: Are there any proprietary or permission issues on adding it to the College of Direct Support?

Hoby: I don't think there would be a problem, but we can sure look into it. Also, the next update we do, we could add the College of Direct Support to WorkWorld. This year we are really looking to see if it is useful for people – all this could happen down the road. There could be more training if there is interest.

Brooke: If there is enough interest, we could ask Dan Rounds to come in and give us more scenarios on it.

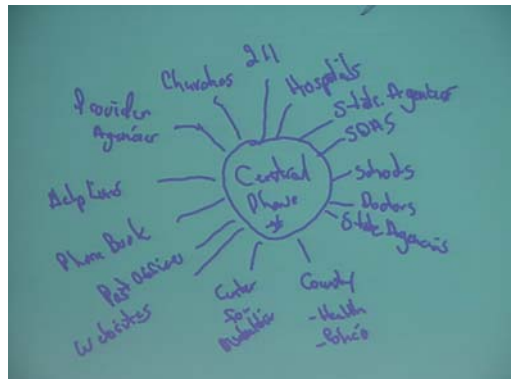
Divided into 4 sub-groups – Instructions – How to Navigate the System

When are we going to tackle the seamless system? The hope is to get a good mix of ideas. One big problem is getting information to people who need it in a timely manner. There is a handout with scenarios for each of you. Please discuss the scenarios and talk about the information the people would need. The next question is how to get the information out to these people.

- Hobby provided an example of a website that has a good Frequently Asked Questions section.
www.nekesc.org/

Brooke's sub-group. Illustration courtesy of Ted Williams.

- Should be entity that isn't in line with any particular agency
- Need a central point.
- Need a central number.
- Need an online application.



Clint's Group

- 111 similar to 211.
- Online application.
- Seamless.
- How do you get the information?
- Website.
- Marketing campaign.
- Statewide helpline number.
- Use existing resources.



Kristin's group

- 800 line 24 hours a day 7 days a week.
- Website.
- Resource coordinator.
- Want person to person, it makes a difference.
- Customer service, working for them.
- Other state agencies.
- What is the real question/need?



Question: Who funds the 211?

Answer: United Way.

Arlene's group

- 211.
- Website.
- Phone book.
- Doctors.
- Person answering the phone is key.
- Database for 211 available to others.
- Tools to solve next problem – empower!



Wanda: Input: We may refer people to where we think they should go and it may be the right place, but it may not work out anyway. Very discouraging.

Brooke: The person that answers the phone has to be savvy enough to find the answer and may need to dig for information. They may need a list of consumer questions so they know exactly what the need is.

Wanda: The Journey – for everybody part of the process is giving an answer and the next step. The consumer may not be empowered to solve the next problem.

Tom: Could we look at the Center for Disabilities as being the focal phone number. Try to give consumers a broad answer for solving their problems.

Brooke: As you can see from discussion, there are many answers. There isn't any one right answer. We can better utilize 211 and tools already in place. Website helps but doesn't answer the questions for everybody. It's a single point of contact – a single person. Empowering people is key.

Anne: 211 is going to be overwhelmed and may be a temporary solution but eventually we need to find one person who can do this for people.

Brooke: Utah presented at the technical assistance conference this July. They have a good system. This is one option for having one application for multiple programs. It's very frustrating to fill out numerous applications. It is now available, if you'd like to check it out at: <https://www.utahclicks.org/index.cfm>.

Dawn: What is the purpose of this 211 number? Is it going to be the Division, Advocacy, does anyone have an idea about that?

Daryl: Someone suggested Center for Disabilities.

Brooke: We will have to ask the Center what they think about this idea.

Wanda: Think of 211 as 911 – they will have what you need or get it for you.

Instructions to use 211 online:

- www.helplinecenter.org
- Go to South Dakota 211 link.
- Enter SD zip code.
- Can also dial 211.
- It's a place to start!



Next meeting date and location

- Core Stakeholders Group – March 8th – 1:00 – 5:00 p.m. – Izaak Waltons, Pierre
- PLANS Workgroup - March 9th – 8:30 a.m. – 4:30 p.m. – Izaak Waltons, Pierre